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In-Service Education in the Sevier County Schools

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To the Graduate Council:

I am submitting herewith a thesis written by William Oscar Bryant entitled "In-Service Education in the Sevier County Schools." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Educational Administration.

E. S. Christenbury, Major Professor

We have read this thesis and recommend its acceptance:

Orin B. Graff, Kenneth E. McIntyre

Accepted for the Council:

Dixie L. Thompson

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

August 1, 1952

To the Graduate Council:

I am submitting herewith a thesis written by William Oscar Bryant entitled "In-Service Education in the Sevier County Schools." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Educational Administration and Supervision.

E. S. Christensen
Major Professor

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and recommend its acceptance:

William E. Hoff
Kenneth E. McIntyre

Accepted for the Council:

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Dean of the Graduate School

IN-SERVICE EDUCATION IN THE SEVIER COUNTY SCHOOLS

A THESIS

Submitted to
The Graduate Council
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Master of Science

by

William Oscar Bryant

August 1952

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The writer is most grateful to the State Department of Education who sponsored and supported the in-service training program for supervising teachers; to the University of Tennessee; to the Sevier County Board of Education; to the County Superintendent; to my associate supervisor; and to the teachers of Sevier County for their wholehearted cooperation. Special recognition is due Dr. John W. Gilliland, Dr. Orin B. Graff, and Dr. Edward Christenbury for their practical suggestions.

W. O. B.

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CHAPTER I

BACKGROUND OF STUDY

Since entering the field of supervision in 1949 I had felt a need for additional training even though I had just recently taken twenty-seven months training at George Peabody College for Teachers. Courses I had taken in curriculum, sociology, psychology, community relationships, administration, and supervision failed to give me the understandings needed in this new work. Perhaps if I had done work in supervision before taking these courses they would have been more meaningful, but how was I to know the problems I would encounter when I faced over two hundred teachers in Sevier County? I could not possibly have been prepared for my work, and my first school visit proved this fact. The teachers saw me go down the hall with the Superintendent and the principal of the school and they were all waiting with questions as we returned toward the front entrance of the building.

Class notes, professional reading, and conferences with outstanding teachers helped me to cope with most of the situations. Supervisors in nearby counties seemed sympathetic, and we drew on their experiences. Having

been trained in another section of the state I was not familiar with the resources available at the local colleges and university. Miss Pauline Brumit was a source of inspiration during that first year even though her schedule would not permit her to spend as much time with us as we would have liked. Mr. Seaton, my superintendent, was extremely cooperative and the Sevier County teachers showed me every courtesy that a new supervisor could desire. Nevertheless, my position was similar to that of a beginning teacher who had taken the prescribed course of training but for the first time came up against the actual problems of teaching. Johnny and Suzie do many things that the college professor did not tell her about. They ask a lot of questions that the beginning teacher is not prepared to handle and sometimes she makes the mistake of thinking that she is supposed to answer all of the questions. Usually the beginning teacher forgets a large portion of what she has been taught in college and soon finds herself teaching as she was taught. I did not even have this security as I had never taught under a supervisor.

At Peabody College for Teachers the writer had received two aids that proved to be very valuable:

(1) a democratic philosophy of education, and (2) the

belief that one must first gain the confidence of the people with whom he works--a belief that a teacher must first feel the need for help before a supervisor, or anyone else, can help her. With these two basic principles in mind I went to Sevier County to begin working as a supervising teacher.

Another advantage for which the writer has been grateful and which must not be overlooked was that the teachers in Sevier County had respect for supervision due to the splendid work of the capable supervisors who had pioneered the field of supervision in that county. Mrs. Wennie Range, Miss Marie Hale, Mrs. Pigg, and others paved the way for those who will come after them. I often found myself seeking the counsel of these women who understood the teachers, and the problems faced by the teachers in the county.

It was Mrs. Wennie Range who interested me in the in-service education program for supervisors at the University of Tennessee. Mrs. Range, a member of the first group which took the training, had found it extremely helpful and she, perhaps better than any other, could see that it would help me and thereby help the schools of Sevier County. However, my first summer's vacation

had been planned and had been looked forward to for months, and I could see no way to change the plans which had been made. Early in the second year, however, I began to ask questions and to make plans to attend the University during the summer of 1951. For a while it looked doubtful whether enough supervisors would be interested to justify the continuance of the program. When the application blanks came I filled them out after receiving encouragement from the Superintendent of Schools and the Board of Education, and we waited. A short time before the beginning of the summer quarter at the University we received a letter from the Commissioner saying that my application had been approved. This was a new experience in that during my five years of previous college work I had never received a scholarship or financial aid. With great anticipation I looked forward to studying on a different college campus, making new friends, and acquiring new understandings.

The first summer proved even more valuable than the writer had anticipated. From the first one could not help but be impressed by the friendliness of the staff in the Department of Administration and Supervision as well as in all departments of the College of

Education. This friendliness seemed to permeate the students themselves. Particularly helpful were the supervising teachers who were finishing the study that summer. Social functions which they and the staff provided were high lights of the summer's activities from the standpoint of both social and educational values.

In practically all my courses that summer I found democracy in action in the college classroom. Previously I had heard college professors tell how to teach democratically but few had attempted to put their theories into practice.

While the summer's work as a whole proved invaluable, each course offered its own particular advantages. The course in Supervision of Education was an experience well worth remembering. I was unaccustomed to the democratic procedures employed and the high grade of group work. Never before had I been completely free from worry in so far as tests and examinations were concerned. This seemed to enable each student to relax and, I am sure, acquire more understanding than would have been possible under the threat of grades. One of the most helpful things to the writer was the work the various groups did on the subject: "The Role of the Supervisor in Promoting an In-Service Training

Program." The group of which I was a member came out with the following:

The supervisor's first role in promoting an in-service training program is to help the teachers to become aware of their problems. He must begin by taking the teachers where they are and helping them to evaluate their present program in terms of the needs of the children in the community and, perhaps, in making comparisons with other schools. This can usually be done best by working in small groups, with a consultant for each group, and the supervisor giving whatever aid is necessary in planning the programs.

The supervisor can do a great deal in establishing good personal relationships with the teachers and the community, as well as encouraging activities which will give the teachers a chance to become better acquainted with each other. He can aid in building high staff morale by giving encouragement and praise where it is due. Especially should teachers who are trying new procedures be recognized. The support and enthusiasm of the superintendent is vital and the supervisor should consider it a part of his job to bring him as well as members of the board of education and lay people into the program. He should be able also to suggest

sufficient materials and resource people, simultaneously encouraging the use of local talent in order to bring out the creativeness and leadership in the teachers themselves. He should provide a type of leadership that would encourage others to show initiative, and he should be available when needed and ready to give assistance at the right time.

✓ The work of an in-service training program is of little value if teachers are not familiar with and able to utilize various techniques of evaluation. First of all, evaluation should begin with a definite purpose in mind. The supervisor should encourage continuous self evaluation. Teachers and supervisors should work together and follow up findings and results.

The course with Dr. Swanson in Educational Leadership was interesting and helpful in that he drew on his recent experiences as principal of an elementary school in Chattanooga and there was a great deal of group discussion. It was profitable to get the viewpoints of teachers, principals, and supervisors concerning various issues. Sometimes I had the feeling that teachers in general did not like supervisors, but at the same time it seemed that the feeling against supervision was lessening.

Art Administration with Dr. Lowry gave me entirely new experiences with my hands as well as an appreciation of what a good art program should be. His philosophy of education and democratic practices seemed highly contagious and I am sure that I am a better supervisor from having had the experiences in his classroom.

The writer looked forward to Education 572 because he had had very limited training in evaluation. For two years it had been difficult to point out improvements even though one could feel sure that improvement had been made. The course helped to clarify many points especially ways of helping teachers evaluate their pupils. Also, I feel more capable of evaluating my own program of work, but I am still in need of more techniques.

The supervisors' seminar was perhaps more helpful than any course during that summer. Each person discussed the program of work in his or her particular county, and we exchanged ideas with each other. On several occasions, when there was a problem of common concern, we asked consultants to meet with us. Toward the last of the quarter we formulated tentative programs for the coming year.

Statement of the Problem

It is the purpose of the writer to give in this study a description of the in-service education program of Sevier County. In order that the reader may understand the program as it now is, it will be necessary to give a brief history of what had been done previous to this year in the way of in-service education, a description of the county, and an analysis of the present program. Perhaps the writer, or other supervisors, will find the study useful in planning next steps in the supervisory program of Sevier County. This study is simply a method of taking stock--of seeing what has been done, what needs to be done, and the direction to be taken in so doing.

The Need for the Study

From what the writer has learned about in-service education programs in other school systems it seems that the teachers of Sevier County are more anxious to improve professionally than the majority of teachers in other places. For this, the children of the county could well be thankful. There is not the smug feeling of satisfaction that is encountered with many teachers. On the

contrary, many of our teachers feel that we are at the bottom of the ladder. This, of course, is not true. However, our teachers are not as well trained as the teachers in some of the surrounding counties. The fact that wealthier Knoxville, Knox County, Blount County, Jefferson County, and others are able to attract many of our better teachers increases our problem of finding well qualified personnel. In recent years a number of teachers have left the profession for other fields of employment. In 1948-49 sixty of our 190 teachers were teaching on permits. In three years this number has decreased to half while the number of teachers employed has increased to 212.

Recently a visit with a permit teacher with no teacher-training revealed that she was teaching the alphabet for a reading readiness program. When it was explained that this was not usually done and the disadvantages of the practice were pointed out, she remarked, "I don't know any way to teach except the way I was taught." After the associate supervisor, Miss Smelcer, spent several hours with her, the entire language arts program was revised. The willingness to learn has made some of our poorest trained teachers very capable. In-service education has met a real

need for many of these teachers.

Almost as great an obstacle as permit teachers is the number who received permanent professional certificates several years ago on two years of college training. These teachers have not felt that they could afford to leave their homes and take additional training on their present salaries.

Methods of Procedures and Sources of Data

The Sevier County teachers have been engaged in an in-service education program, and the framework for 1951-52 was set up before the writer became a participant in the in-service education program for supervisors at the University. However, the leadership conference at the University and the workshop at Carson-Newman College caused us to evaluate more carefully and to make desirable changes in the program.

A questionnaire was used at the close of the previous year to obtain the teachers' reaction to the group meetings which they had attended as a part of their in-service education program. Also, a county-wide teachers' meeting was held and representatives from each group evaluated their group meetings with the entire

staff of county teachers. A steering committee composed of a representative from each geographical group met and decided to continue within the framework already set up after studying the data obtained from the following questionnaire:

Evaluation of In-Service Education Meetings

Group meeting at _____ School.

The discussion was: (check one) Interesting _____

Uninteresting _____.

I received helps or ideas which I could use in my classroom. Yes _____ No _____.

Group participation was: Too little _____ Very good _____.

The teachers were relaxed and friendly: Yes _____ No _____.

On the whole the meeting would be counted: Successful _____ Unsuccessful _____.

Refreshments (if served) added to the relaxation and enjoyment of the meeting and seemed to encourage individual participation: Yes _____ No _____.

The meeting was: Too long _____ Too brief _____ About right _____.

Please use the space below to suggest any ideas which you think might improve our future meetings.

(It is not necessary to sign your name to this form.)

Organization of the Study

The purpose of this study is to describe the in-service education program of the Sevier County teachers. In Chapter I I have attempted to show the need for the study and give a background of the experiences and qualifications of the writer and to point out the help I received from participating in the in-service education program at the University. Also, our belief in the democratic process has been emphasized.

Chapter II will deal with the overall picture of the existing conditions in Sevier County showing why our in-service program is planned as it is from the standpoint of geography, training of teachers, and types of schools.

One of the greatest helps I received at the University during the summer was a clarification of the duties of the supervisor in the county schools and the place of the supervisor on an in-service education program. This phase of the study will be shown in Chapter III. Chapter IV will give a background of the in-service education in the county. Chapter V will deal with the curriculum study as outlined by the State Department of Education, and Chapter VI will deal with the work done

during the present school year.

A summary of the study with conclusions and recommendations will be given in Chapter VII.

CHAPTER II

THE SETTING--SEVIER COUNTY

If Tennessee can claim the title "Switzerland of the South," then surely Sevier County should deserve the recognition of "Switzerland of Tennessee." Situated in the eastern part of the state and bordered by North Carolina, Cocke County, Jefferson, Blount, and Knox Counties, Sevier County is truly one of the most popular vacation resorts in America. Here the tourist enjoys some of the highest peaks in eastern America in the Great Smoky Mountains National Park, as well as boating and fishing on Douglas Lake. Gatlinburg, a mecca for tourists, furnishes excellent mountain streams filled with rainbow trout, picnic areas, colorful foliage of our forests, and our mountain crafts cause people to return year after year to the peace and quiet of the mountains.

Sevier County was established in 1794 from land taken from Jefferson County and the same boundary line exists today. The new county was named for John Sevier who never lived in the county but had a summer retreat in nearby Knox County. Col. Sevier had fought, however,

in a number of battles in Sevier County.

Sevier County is rich in Indian history and Indian lore. Also, being populated largely by people of English descent and having been somewhat isolated for decades, many customs as well as Anglo-Saxon expressions are still quite common. Mountain ballads which have been handed down by word of mouth are sung in many of our schools. This isolation may have retarded school progress as well as having preserved the Anglo-Saxon culture.

Economic Conditions of the County

Sevier County is a Republican stronghold in East Tennessee. It is a rural county served by U. S. Highways 411 and 71 intersecting at Sevierville, and by Highway 32 intersecting with 71 at Gatlinburg. The Smoky Mountain Railway extends to Sevierville from Knoxville with freight service about once a day.

The county has an area of 605 square miles and it is seventh in the state in size. It is an agricultural section and the chief crops are corn, tobacco, and forage crops. Livestock have been given more attention the past few years and many eroded hillsides

have been converted into grazing lands for cattle. Sevierville, the county seat, serves as a trading center for the rural area but it caters very little to the tourists who pass through by the thousands. Gatlinburg, on the other hand, caters almost entirely to tourists. Four large hotels, numerous motor courts and lodges, quaint restaurants, antique shops, craft shops, recreational attractions, and services for tourists provide many people with their livelihood. Nearby Knoxville, Alcoa, and the Inka Plant at Morristown provide others with employment. Incomes range from the hundred dollar a month check received from the welfare department to sums with figures of several denominations for those who engage in the tourist business.

The tax rate is \$4.35 of which \$1.47 goes for schools. This amounts to \$67,000 which the county receives from local funds for the education of its children. The teachers are paid on the basic state salary schedule with the exception of coaches, and special teachers. Some of the special teachers have salary supplements from church organizations and civic clubs.

The County Schools

Early Sevier County Schools

It is noteworthy that the first school in Sevier County was supported by the Tennessee Legislature which met in Knoxville around 1776. The school was named Nancy Academy in honor of Nancy Rogers, later wife of James Forter and daughter of Josiah Rogers. She was the first white child born in Sevier County. The Academy was located one-fourth mile south of Sevierville and tradition is that it stood where the present Park Road School stands. Later the school was moved to a place near Five Oaks Farm and was given the nickname "Pee Wee Academy." The building there was a one-room structure and offered work on the grammar school level.

It appears from the records that Middle Creek Academy was one of the county's first outstanding institutions of learning. This school was also supported partially by the state and by students paying tuition. The building was destroyed by fire during the Civil War, supposedly by Confederate soldiers.

Perhaps one of the most interesting items in the county school system was the beginning of "free schools." These date back before the Civil War. Small log houses

were erected miles apart in a few communities for the purpose of schools. One of the oldest of these was the Pickins School located in the 10th Civil District that later took the name of Sugar Loaf. This building also consisted of one room, and a place was left in the center for the purpose of building a fire on the ground. One wood window provided the light for the room.

Each pupil's efforts were determined by the noise he or she could make by reading the loudest. The school master, usually a man, would stalk around the room and when voices would start fading he would yell, "Get to studying!" Voices would raise over the room in response to the order and the master would remain satisfied as long as the voices were at their peak of high pitch.

One of the first books to be used in the free school system in Sevier County was Webster's Blue Back Speller. There were no other books, paper, or pencils until later years. As years went by the three R's were brought into use and for years these courses dominated the schools, but only the most prosperous could afford these books. A few of the old books are still scattered over the county, and they are now considered priceless possessions.

The school terms were three months--September, October, and November. Later the more prosperous families hired the teacher to teach an extra month or two. These were called "subscription schools." Pupils were assessed a small fee to pay for these schools. These schools were popular and extended into the twentieth century.

Writing schools were taught during the summer and their length was usually ten days. Pupils attending these schools were also assessed a fee to pay the teacher's salary and to bear the expenses of operating the school.¹

This is a description of the early Sevier County schools and it does not include the academy schools mentioned in the beginning. Murphy College and Chilhowee Academy were later organized and school terms were lengthened when they came into existence.

Present Day Schools

In 1923 Sevier County had 99 schools in operation, 61 of which were one-teacher schools, and an average daily

¹Fred Mathews, History of Sevier County (Knoxville: Master Printer, 1948), p. 40.

attendance of 5,122. Today there are 68 schools in the county, 33 of these are one-teacher schools, and the average daily attendance for 1950-51 was 5,240. The enrollment in 1923 was 6,930 and in 1950-51 it was 5,917.² Consolidation has been slow because of the mountainous terrain, poor roads, and the lack of funds for building larger school centers.

One of the unique features of the schools in Sevier County has been the cooperation of the private schools with the local school system. Even at the present time Chilhowee Academy, Park Road, Pi Beta Phi, Pittman Center, and Smoky Mountain Academy are supported jointly by public funds and private organizations. The county pays eleven teachers at Pittman, six at Park Road, three at Chilhowee Academy, and sixteen at Pi Beta Phi. The elementary schools at Chilhowee and Smoky Mountain Academy are operated solely by the County Board of Education.

In 1923 the earliest statistical reports to be found reveal that only 1,000 library books were available to over 6,000 students.³ A great step forward

²Sevier County Department of Education, "Statistical Reports for 1923," Sevierville, Tennessee. (Unpublished.)

³Ibid.

came in 1938 when the Sevier County Circulating Library was established. It was first operated by teachers at the Sevierville Elementary School and four years later found a permanent home and a librarian. From this source alone, 12,400 library books are now available to each child in the county as well as 400 film strips and 100 recordings. From this circulating center about 40,000 textbooks are rotated. In addition to this number of library books, about 16,000 volumes are in the private libraries of the various schools--making a total of 28,400 for the county. Film strip projectors, record players, and other materials also circulate to the smaller schools from this center. A materials clerk keeps the building open three days of each week for the convenience of the teachers.

The governing body of the county schools is composed of seven members who make up the Sevier County Board of Education, and the superintendent who acts as executive officer of the board. The board members are elected every two years by the people in the districts where they serve. The superintendent is also elected by the people. He serves a four year term.

In addition to the regular teachers in the county the Board employs two supervising teachers, an attendance

teacher, a homebound teacher, materials center clerk, and a lunchroom clerk. There is a maintenance crew, consisting of five men, in charge of the upkeep of the buildings and grounds.

All the teachers in the county are members of the National Educational Association, Tennessee Educational Association, East Tennessee Education Association, and the local teachers organization.

Since 1948 six new buildings have been constructed, including forty regular classrooms, five cafeterias, and two gymnasiums. Plans are being drawn at the present for an addition of about ten classrooms at Sevier County High School and a new unit at Pigeon Forge which will consist of approximately ten classrooms. All of the money for this building program came from the sales tax funds.

Professional Qualifications of Teachers

The professional qualifications of the Sevier County teachers are not up to the average when compared with other school systems in the state or with the surrounding counties. This is due in part to our low salary schedule. Nevertheless steady progress is being made

along this line.

In 1923 only six teachers out of the 150 employed had degrees, three had three years of college training, and the others had less than a year of college work. In 1945 two teachers had master's degrees, 17 had a bachelor's and 58 had less than one year of college training. Out of the 213 teachers employed by the county this year, 10 have master's degrees, 65 bachelor's, 13 have three years of college training, 87 have completed two years of training, 2 have one year, and 18 have less than one year of college work. (See Table II.)

Examination of the records will show that a large percent of permit teachers are placed in one-teacher schools. Last year (1950-51) there were 19 permit teachers teaching in the 33 one-teacher schools. Sixteen were placed in two-teacher schools, and sixteen were placed in schools with three or more teachers. Only two permit teachers were working in the high schools and they held college degrees. This shows that the children in the remote communities are suffering most from the lack of properly trained personnel.

Teacher turnover in the small schools is also much greater than in the larger school centers. By the same token, the turnover in the high schools is much

less than in the large elementary schools. The relationship between turnover and the size of school found in this study corresponds to a similar study made in Tennessee by Fred F. Gupton in 1949.⁴ Kathleen Wright found the same relationship in the McNairy County schools.⁵

⁴Fred W. Gupton, "A Study of Trends in Teacher Turnover and Some Factors Related to this Turnover in the White Public Schools in Tennessee" (Unpublished Master's thesis, University of Tennessee, 1949), p. 19.

⁵Kathleen Wright, "The In-Service Education Program in McNairy County" (Unpublished Master's thesis, University of Tennessee, 1950), p. 39.

TABLE I

NUMBER AND SIZE OF SCHOOLS IN
SEVIER COUNTY - 1923-1951

Year	Number of Schools	One Teach- er	Two Teach- ers	Three or More Teach- ers	Enroll- ment	A.D.A.
1923	99	61	26	10	6930	5122
1945	79	42	25	12	4759	3776
1950	78	34	26	18	5878	5233
1951	68	33	21	14	5917	5240

TABLE II

TRAINING OF TEACHERS EMPLOYED IN
SEVIER COUNTY - 1923-1952

Year	Number Teach- ers	Mas- ter's Degree	Bache- lor's Degree	Three Years Col- lege	Two Years Col- lege	One Year Col- lege	Less Than One Year
1923	150	-	6	3	-	-	140
1945	158	2	17	9	56	16	58
1950	211	9	50	16	70	26	40
1951- 52	213	10	65	13	87	20	18

CHAPTER III

DETERMINING THE WORK OF THE SUPERVISOR

Functions of Education

Organized education is the greatest social invention of all time. Like other great inventions it may be used for good or it may be used for evil. It may foster good will, international understanding, and the respect for the individual, or it may build antagonisms, prevent understandings of others, or subordinate the rights of the people to those of the State. It may help individuals effectively to meet their problems of daily living or it may dwell so exclusively on the abstract that few can profit from it. There is no escaping the fact that education makes both the individual and society something which they otherwise would not become. It builds as well as expresses a civilization. Developed constructively, it can build a civilization of responsible peoples willing and able to solve life's problems for the well-being of all.

It seems that our schools have done better in every other field than in social studies--or in teaching our young people how to get along with others. The

Germans were an educated people. They were good scientists, mathematicians, and were skilled in working with their hands. However, because they did not know the secret of getting along with others they drew us into two world wars. Surely we can profit by their error. Now that we know how to make the atomic bomb we should learn how to use it for the improvement rather than the destruction of mankind.

The Supervisor's Place in the County Schools

Supervision, as well as other phases of the educational system, has grown immensely during the last two decades. In most school systems the supervisor is no longer an inspector, extra office help for the superintendent, or a materials clerk. The following article, defining the work of the supervisor, was prepared by the publicity committee of the Sevier County Teacher's Association and published in the Sevier County Record-Republican:

Supervision is the study and analysis of the total teaching-learning situation through many diverse functions operating through a carefully planned program that has been cooperatively derived from the needs of the situation and in which persons participate. The lunch room supervisor is concerned with the food a child eats,

the sanitation officer with the condition under which the child works, and the instructional supervisor with what and how children are taught. Just as each teacher is supposed to take each child on the level where he finds him and provide opportunities for him to grow, the supervisor begins where the teacher and pupils are and helps them to advance as far as possible. If the teacher does not feel the need for improvement the supervisor should provide ways for her to recognize the need.

Not only should the supervisor plan co-operatively, but he should help the people who make the plans carry them out. He should be friendly and sympathetic and work to provide for the needs of the teachers and pupils. He must have a working philosophy and, above all things, he must know how to work with people. He must be able to give other people credit for a job well done. A supervisor should have many interests and should be able to talk with the lay person as well as the teacher. He must continue to grow lest he get in the way of the teachers.

The supervising teacher should be considered a fellow worker and not a fault finder. He is glad to be invited for special help as well as just a welcome visitor at any time. He realizes that there are many questions he cannot answer and many helps he, for various reasons, cannot give. However, he should be able to give a reference or "clear the channel" on securing helps for the teacher. No teacher, new or otherwise, should be reluctant to ask help from a principal, a fellow teacher, or the supervising teacher.

The supervisor's first role in promoting an in-service training program is to help teachers to become aware of their problems. They must evaluate their present program in terms of the needs of the children in the community and perhaps in making comparisons with other schools. This can usually be done best in small groups with a consultant

for each group, and supervisor giving whatever aid is necessary in planning the programs.

The supervisor can do a great deal in establishing good personal relationships with teachers and the community as well as encouraging activities which will give teachers a chance to become better acquainted with each other. He can help in building high staff morale by giving encouragement and help where it is due. The support and enthusiasm of the superintendent is vital, and the supervisor should consider it a part of his job to bring him into the program, as well as members of the board of education and lay people.

In addition to his regular program of visiting the schools, the supervisor attends teachers' meeting in the county, and participates in any other group meetings, educational and otherwise, in which the cause of instruction will thereby be fostered.

If teachers have complaints or suggestions pertaining to the supervision, they are urged to present them. If there are barriers to progress let's get them removed so that we can get on with our job of school improvement.¹

Supervisors' Objectives for the Year

Realizing the need for cooperative planning, a steering committee composed of one person from each of the in-service groups met during the spring of 1951 to

¹Sevier County Record-Republican, November 10, 1951.

plan for the coming year. The questionnaire which had been completed by each teacher (see page 12) was used to guide the discussion. Also, the group considered the evaluation program which had been held previously at a county-wide teachers' meeting in which each group evaluated its work for the year. This steering committee met again in the fall of 1951 at the request of the supervisors to help plan the supervisors' program for the year. Working with this group of advisors the following program was planned for the year 1951-52:

Sevier County Program of Supervision 1951-52

Believing that schools were established for the purpose of training children mentally, socially, spiritually, and physically and not to give superintendents, supervisors, teachers, and board members jobs, the following program is planned with the welfare of the pupil in mind.

I. Situation.

Sevier County is in East Tennessee. It is the seventh largest county in the state. Sevierville is the county seat and is located near the center of the county. The county is mostly agricultural but has a few small industries. The tourist trade employs a substantial number of people and brings a great deal of

business to the county. Both the towns of Sevierville and Gatlinburg are included in the Sevier County School System.

The total number of teachers (including the supervising teachers) employed in the county is 213. Out of this number forty-five are high school teachers. There is one high school operated entirely by the county. Three other high schools are supported jointly by the county and private organizations. Two of the three are operated as 1-12 organizations. Sixty-one schools are operated as elementary schools and include grades 1-8.

The elementary schools as to types are as follows:

- (27) One-teacher schools.
- (22) Two-teacher schools.
- (3) Three-teacher schools.
- (1) Four-teacher school.
- (2) Five-teacher schools.
- (2) Six-teacher schools.
- (1) Seven-teacher school.
- (2) Eight-teacher schools.
- (1) Twenty-three teacher school.

Pi Beta Phi (1-12) has eight teachers in the first six grades, and Pittman Center has five in the first eight

grades.

The county employs two supervising teachers, one attendance teacher, a part time librarian, and a part time lunch supervisor. An office is provided for the supervisors. Films, projectors, records, and record players circulate from this office. Other instructional materials are handled from the library which is housed in a separate building close by the court house and near the office of the supervisors and the superintendent.

Eleven teachers hold master's degrees, sixty-five bachelor's degrees, thirteen have three years of college, eighty-seven two years of college, twenty have one year, and eighteen teachers have less than one year. About forty teachers are teaching on permits.

II. Long Term Plans.

1. To plan cooperatively a program of work that will improve education in Sevier County.

2. To develop a philosophy of education that has as its purpose the promotion of optimum child growth, and meets the requirements of effective living in a democratic society.

III. Immediate Plans.

1. To plan cooperatively with teachers and public

a program which will improve education in Sevier County.

2. To strive to develop a philosophy of education and objectives that center around child growth, and to help him to live effectively in a democratic society.

3. To help teachers plan teaching in large blocks of time.

4. To help teachers plan an in-service training program that will result in professional growth and improved teaching.

5. To strive continually for self-improvement in order to be worth more to the school system.

6. To improve relationships--teacher-teacher, teacher-pupil, teacher-supervisor, teacher-parent, school-community, school-school, etc.

7. To encourage teachers to take advantage of proper seating, lighting and ventilation, and to provide clean, attractive and happy school homes for the pupils.

8. To encourage use of instructional materials.

9. To work with high school teachers in planning guidance programs.

10. To be available on call and work with classroom teachers and principals on whatever problems or needs they bring to us.

11. To enrich the instructional program by providing opportunities for the teachers to become more capable

in their guiding of the creative activities of the pupils.

12. To help to provide better instruction in music.

IV. Procedures for Obtaining Objectives.

1. Classroom visits.
2. Individual and group conferences.
3. Publish bulletin with written suggestions.
4. Encourage use of supplementary materials and provide as many as possible.
5. Help teachers organize and use materials.
6. Suggest and help secure professional reading material.
7. Secure a yearly plan of work from each school.
8. Encourage membership in professional organizations.
9. Participate in professional meetings.
10. Provide study groups for teachers.
11. Study by individual faculty groups.
12. Grade or interest group meetings.
13. Teacher visitations.
14. Planning committees.
15. Newspaper publicity.

16. Civic club meetings.
17. Testing.
18. Living in the county and taking part in community activities.
19. Resource persons.
20. Cooperative and continuous evaluation.

CHAPTER IV

BACKGROUND OF IN-SERVICE EDUCATION IN SEVIER COUNTY

In-service education has had a gradual growth in Sevier County. From the time supervision became established various activities, other than classroom visitations and conferences, were planned to provide for professional growth of teachers. However, until 1948-49 the monthly teachers' meetings constituted the greater part of organized opportunities for professional improvement.

In the fall of 1948 Mrs. Wennie D. Range, who had participated in the in-service education program for supervisors at the University of Tennessee, provided additional opportunities for the teachers of the county. Following the monthly meetings of the teachers' association the teachers were divided into three groups--high school, upper elementary, and lower elementary teachers. Programs were planned which were especially helpful for the various grade levels.

When the writer took the responsibilities of supervising teacher in the county the framework which was used the preceding year was continued. Beginning

work only a week before the opening of school there was very little opportunity to plan with the teachers. Nevertheless, self-addressed cards were passed to the teachers at the first county-wide meeting and they were requested to make suggestions for programs. Only three of the two hundred cards were returned. The supervisor worked with the program committees and the Superintendent in planning the group meetings for the year. We drew heavily on the faculty at the University of Tennessee and East Tennessee State College for resource personnel. Local teachers were encouraged to lead discussion groups but they were reluctant to serve in this capacity. This was due in part to the size of the groups and in part to the fact that the teachers had had limited experiences in group work.

The high school group became concerned about pupil-teacher conferences and Professor Emmet Sawyer from East Tennessee State College served as consultant. Sex education in the high school and the teaching of reading received attention from the group during the year.

The teachers of the upper elementary grades used these meetings to learn more about teaching in large blocks of time and to improve instruction in the area of health. A meeting was devoted to the minimum

requirements and to the preliminary reports which must be turned in to the State Department of Education.

The teachers of the lower grades used resource personnel from the University of Tennessee and from the Row-Peterson Company to provide helps in the teaching of reading. Two very successful reading demonstrations were given.

The time in the county-wide meetings was taken up mostly by necessary business and reports. Brief musical programs were presented by various schools in the county and Mr. Frank Bass, of the Tennessee Education Association, discussed the Five Point Program. One of the high lights of the year was a discussion on human relations by Dr. John Gilliland of the University of Tennessee. The last meeting of the year was held in the form of a banquet at the Mountain View Hotel in Gatlinburg.

Perhaps the Sevier County teachers acquired more professional growth during the 1949-50 school year through their extensive reading than by any other source. New books were added to the professional shelves in the Circulating Library and the teachers were led to believe that a record of their reading would be called for at the end of the year. The teachers' reports and records

in the library showed that in addition to periodicals an average of four professional books were read by each teacher.

Although no formal evaluation was held, it was felt by many that the size of our groups and lack of time available seriously affected the outcome of the group meetings. It was difficult to plan and keep the general meetings from consuming too much time at the expense of the smaller groups.

A steering committee was appointed by the president of the teachers' association, the supervisor, and the superintendent to draft plans for the coming year. It was decided to dispense with the groups at the general teachers' meetings and divide into smaller groups organized on a geographical basis. These groups would meet at their own convenience and work on problems of their own choosing. The following organizations were suggested:

Group I.

Name of School	Number of Teachers
Jones Cove	3
Henrys	1
Crockettsville	2
Juniper	1
Cedar Bluff	2

Group I. (Continued)

Name of School	Number of Teachers
Jones Chapel	1
Walnut Grove	2
Simms	1
Fairgarden	2
Fox	1
Birds	1
Blowing Cave	1
Maples Branch	1

Group II.

Park Road	5
Pleasant View	1
Kellum	1
Middle Creek	2
Millican	2
Midway	2
New Era	2
Paynes Temple	1

Group III.

Sevier County High School	24
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Group IV.

Sevierville Elementary	20
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Group V.

Gatlinburg	18
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Group VI.

Name of School	Number of Teachers
Banner	2
Big Ridge	1
Caney	1
Catons Chapel	2
Evans Chapel	1
Laurel Lick	2
McCookville	3
Oldhams Creek	2
Pigeon Forge	8
Richardson Cove	1
Roberts	1

Group VII.

Pittman Center	14
Flatts	1
Webbs Creek	1
Glades	2
Smoky Mountain Academy	1
Shady 13	1
Laurel	1

Group VIII.

Wearwood	5
Park Settlement	1
Laurel Grove	1

Group VIII. (Continued)

Name of School	Number of Teachers
Benson	3
Bluff Mountain	2

Group IX.

Chilhowee Academy	13
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Group X.

Chilhowee Elementary	8
Boys Creek	4
Temples	1
Clarks	1
Union Academy	1

Group XI.

Whites	4
Dripping Springs	2
Dupont	2
Zion Hill	2
Knights	2
Pitner	1

Group XII.

Kodak	8
Underwood	3
Shady 12	1
Cynthiana	1

The members of the steering committee, which was composed of a representative from each of the area groups, were asked to serve as temporary chairmen until the teachers came together for their first meetings. It was hoped that these temporary chairmen, being carefully selected, would be chosen as permanent leaders by the members of the groups. In most instances the acting chairman was elected permanent chairman.

Although the supervisor attempted to guide the steering committee and members of the groups into selecting a theme for county-wide consideration, the teachers preferred to attack a number of classroom problems. It was also suggested that a good place to start would be with objectives--each teacher, each school, and each group attempting to define what they were trying to do with boys and girls. When these suggestions failed to strike a responsive chord the participants were encouraged to attack the problems which seemed most pressing to them.

Group I

Group I got off to a good start by having Mrs. Wennie D. Range, Supervisor of Sullivan County Schools

and former Sevier County Supervisor, discuss teaching in large blocks of time. Helpful materials were distributed to the teachers present. The discussion met a real need of which most of the teachers present had been conscious.

Other studies of the year included a discussion on building play-ground equipment and film strips on guidance. Evidence of carry-over was shown in the form of sea-saws, swings, and other playground equipment which was constructed.

Group II

This group had its first meeting at Park Road School and Mr. D. L. Baker led an interesting discussion on Objectives for the Year. Means of accomplishing some of these objectives were demonstrated with inexpensive teaching aids. Several members of the group contributed to the discussion by telling things they were trying to do in their own schools. Mr. Mack Marshall showed a rare understanding of children in a discussion of his work with Boy Scouts. Other interesting meetings of the year stressed organized play, teaching in large blocks of time, and attendance problems.

Group III

Principal Robert S. Howard and Mrs. Anna Mae Ogle, with the cooperation of other teachers, planned the first meeting which met a very practical need of the teachers. Mr. Howard gave some very interesting demonstrations of the use of audio-visual aids. Each teacher was given a chance to demonstrate her ability to operate a movie projector and a recording machine. This program resulted in increased use of audio-visual equipment since more teachers could operate the machine without aid from the principal or other members of the staff.

This faculty group focused attention on guidance at other meetings during the year. Their accomplishments in this area will be discussed in the next chapter.

Group IV

These teachers, composed of the faculty of Sevierville Elementary School, began a study of the State Rules and Regulations and rules and regulations of the local Board of Education. This was followed by giving consideration to the formation of objectives. The

first written objectives of the school were formulated.

Toward the last of the school year, working with Dr. Earl Ramer and a group of student teachers from the University of Tennessee, this group began working to improve their grading system. Perhaps the most interesting meeting of the year was held in the form of a banquet at Hotel Sevier. The occasion honored the student teachers and Dr. Ramer led a constructive discussion on grading and reporting. This study was continued and will be discussed further in the following chapter.

Group V

The Pi Beta Phi faculty group secured Dr. Hartley Fite, President of Carson Newman College, to discuss Curriculum Development. Dr. Fite emphasized the necessity of developing the whole child and pointed out that it is almost impossible to teach according to individual differences, but that it is impossible to teach any other way.

Other programs of the year included a film, "Who Will Teach Your Child?", a discussion on how to prepare a group to see a picture led by the supervising teacher, and film strips of the nearby Smoky Mountains Park including plant and animal life.

During the spring quarter the Pi Beta Phi faculty capitalized on the opportunity to use Dr. Edward S. Christenbury to lead them in formulating objectives, while he was directing student teachers in their school.

The elementary teachers went even farther and used Miss Harriett Gill from the University of Tennessee to direct an art work shop. The residence teachers, along with the student teachers and patrons, had experiences in the use of finger paint, paint with brushes, paper cutting, puppets, clay, and hand work.

Student teachers took over the classwork on two different occasions, thus giving the residence teachers an opportunity to observe in schools at Oak Ridge and Knoxville.

Group VI

This group felt the need for help in the field of mathematics and Mr. Frank Marshall led a discussion on the teaching of arithmetic. Members of the group related successful experiences and asked for suggestions from the group to aid them in approaching their teaching problems.

The planned program for the second meeting did not materialize, so the supervising teacher led a round

table discussion. Being familiar with the various classroom situations he encouraged teachers to relate to the group procedures he had observed in their classrooms.

Other meetings during the year centered on community resources and the teaching of citizenship. The last meeting dealt with promotions and planning for the coming year.

Group VII

The enthusiasm of this group of teachers was shown at the close of the meeting when the discussion was continued for one hour after adjournment. Mr. Fred Price, Attendance Teacher, interested the teachers present in the construction of playground equipment.

Mr. Ben Huston worked with the group on the Language Arts program. Local talent came to the front when the program committee selected Mr. Lucian Sierra to suggest ways to improve the teaching of reading. This group also participated in the county-wide effort to improve the teaching of citizenship.

Group VIII

Mr. Stupka, of the Smoky Mountains Park Headquarters, gave these teachers helpful information in the field

of elementary science. Wild flowers and plants which members of the group had collected were identified. Slides showing plant life in the Smokies were used. Other studies of the year included grading and promoting, playground equipment, and round table discussions of current problems. The round table discussions were especially helpful and interesting in that they were skillfully planned and dealt with problems pertinent to the group.

Group IX

Even though Chilhowee Academy is largely supported by the Baptist Church these teachers were eager to participate in the county in-service education program. During this first year a great deal of attention was given to obtaining and using audio-visual aids. Resource personnel from the University of Tennessee were used to lead discussions on the proper use of audio-visual aids. Towards the last of the year this faculty concerned itself with the teaching of reading in the high school.

Group X

Organized Play was the first topic to receive attention from the Chilhowee group. Thomas B. Smith,

Supervisor in the Knoxville Schools, led a discussion on the importance of organized play and suggested games and equipment to be used. Other meetings were planned in which the teachers learned games by playing them. Equipment was added in some of the schools to provide for rainy day activities.

Round table discussions of classroom problems proved to be a popular type of program for this group.

Group XI

Again a supervisor from a neighboring county was used to help get things off to a good start. Miss Elsie Burell gave an inspiring talk on Understanding Children. Her rare understanding of human nature and personal experiences in school work helped to clarify many problems which were presented to her from members of the group.

These teachers also gave attention to grading and arts and crafts during the school year. Members of the group took the responsibility of leading the discussions.

Group XII

The teachers "North of the River" believed that they could improve their entire school program by giving

more attention to reading. Miss Margaret Ladd, Jefferson County Supervisor, was invited to discuss "A Good Reading Program." Her discussion centered around developing a good reading readiness program, how specific skills could be acquired in a reading program, and ways to remove blocks that prevent children from learning to read.

Other programs during the year included films, film strips, and a discussion on citizenship.

CHAPTER V

CURRICULUM STUDY

During the spring of 1951 each in-service group met and made plans for the following year. The supervisor followed up these meetings and asked the teachers to complete a questionnaire in order to make plans which would coincide with the thinking of the teachers. The teachers had also met in a county-wide meeting and evaluated their in-service training for the year.

The steering committee was called together, and plans were made on a countywide basis--keeping in mind the opinions expressed in the questionnaires and at the evaluation meetings. It was decided to continue the in-service training with the present framework of twelve area groups. Each group was asked to decide on a theme for the year in light of the needs of their particular communities and the needs of the teachers and pupils to be affected by the study.

Following this preliminary planning we were contacted by the University of Tennessee regarding a "workshop" to be offered during the summer quarter on that campus. It was explained that we would be allowed to

work on our own Sevier County problems and that college credit would be given for the work. Some state funds would be available to help defray the expenses of those participating.

With this information we began recruiting teachers to attend the workshop. Fourteen teachers decided to participate. Out of this number nine were permit teachers. Two weeks before summer school was to begin we went to the University in a group to register. Even at this time the only information we received was that it was to be a "workshop" and that credit for courses in education would be given. Two weeks later I first heard the "workshop" referred to as the "Leadership Conference."

After this workshop became a leadership conference it seemed to put a different interpretation on the purpose for the training. As I met with the group, we talked more and more in terms of in-service education for all the teachers in Sevier County and of our responsibility for "leading" the program for the coming year. It was easy to see then that we were handicapped in that we had recruited some who had never assumed the responsibilities of leadership in our county. The nine permit teachers had very definitely registered for the course

for the help they would get from it as individuals and not with any idea of passing it on to better trained personnel. Nevertheless, under the capable leadership of Dr. Christenbury the group progressed satisfactorily. However, we did not feel that we had the authority to deviate too much from the plans which had already been made by the teachers back home.

On the first days of the conference Dr. Dale Wantling suggested the following purposes for the conference:

1. To assist groups of teachers representing local schools or school systems to define and solve curriculum planning problems.
2. To assist local systems in identifying and completing the practical next steps in their in-service improvement program.
3. To assist school principals and supervisors working with local committees in the process of school program improvement.
4. To improve and extend understanding of the state program of education within which local school planning operates.
5. To consider national emergency implications for schools.
6. To consider implications of the 1951 legislation for the schools.

With the above purposes in mind the Sevier County group attacked some of its most pressing problems. They also reserved a portion of the day to study the tentative state curriculum bulletin and endeavored to correlate it with the study of their specific problems. The areas selected for special emphasis were:

1. Improving relationships.
2. Teaching in large blocks of time.
3. In-service education.
4. Individual differences.
5. Attendance and drop-outs.

The following progress report was made by the teachers concerning their accomplishments in the conference:

Report of Conference

I. Sevier County Group.

II. To develop an in-service education program for the year 1951-52.

III. Sevier County which is rural in nature is predominantly agricultural; therefore, revenue is not sufficient to meet the increased demand of our school system. The school building program has not kept pace with the increased attendance and as a result the schools are badly overcrowded (1945 enrollment 4,759--1950, 5,878). Consolidation seems near and because of

inadequate funds, many buildings are in a bad state of repair. The situation is being improved as funds are available.

The teachers of Sevier County have demonstrated their interest in becoming better qualified by participating in workshops, summer college courses, and extension courses. Many former permit teachers are now certified which signifies that teachers are becoming more professional minded.

We are now aware of the fact that our schools are too much textbook centered. This has been revealed through the study made of Tennessee Schools (survey 1945-6-7). In our text book centered school curriculum we have attempted to adjust the child to a standardized program instead of studying the individual needs and planning our program to meet these needs.

The present trend in our curriculum planning is toward a child centered curriculum. When the need has been determined it is the responsibility of the teacher to initiate a program to meet these needs. One of the ways by which the teachers of Sevier County can accomplish this type of teaching is through a well-planned in-service education program.

IV. Description of work done.

In group discussion we listed problems pertinent to our school program. To aid in solving these problems we decided to implement our findings in our in-service education program this year. Small committees from the group worked on the problem in which they were most interested.

(1) Objectives. The group studying objectives maintained that a curriculum could not be formulated without some objectives in mind and that any school program depended a great deal on the philosophy of the teacher. They as a group in the workshop felt that no other problem would be of greater help, or of greater importance, in helping the teachers of Sevier County achieve modern goals of progressive education than for them to become conscious of the importance of establishing desirable objectives. By the study they hoped to arouse interest in the need for formulating objectives and to give the know-how by which local schools might go about formulating their own objectives. Plans were made by which this problem might be implemented into our in-service education program.

At the pre-school conference Mrs. Ruth Ownby, Mr. Ray Wallace, and Dr. Edward S. Christenbury led a panel on objectives. They painted an impressive picture

showing that we must first clarify in our own minds what we are trying to accomplish before we attempt to get it done.

The committee continued to work, and the following purposes were adopted by the Sevier County Education Association September 21, 1951:

1. To improve teaching methods and instructional materials.
2. To strive for better cooperation among parents, teachers, pupils, schools, and community.
3. To elevate the teaching profession.
4. To promote professional growth.
5. To promote as a group better legislation on the local, state, and national level for the improvement of schools.
6. To plan a program of work that will improve the schools of Sevier County.
7. To become acquainted with the state rules and regulations and minimum requirements and strive to reach them in every school.
8. To develop and maintain a program of adequate health for the growth of Sevier County.
9. To become familiar with and put into practice the Code of Ethics of the teaching profession.

10. To promote in our schools a program of training for vocational competency.

11. To study the schools and their needs and formulate our goals as an association in view of these needs.

Other results which came out of this study were noticeable in the teachers' registers. Objectives for the individual schools showed that more thought had been given to them than previously.

(2) Improving Parent Teacher Relationship.

Since the home and school have joint responsibility for a child's development, the group thought in terms of parents and teachers planning together. No better way to achieve this goal could be thought of than through parent-teacher conferences. Suitable activities and experiences to help the child develop into a well-balanced personality structure could be cooperatively worked out. The conference gives the parent a personal interpretation of the child's growth, and the teacher more adequate knowledge of the child's home environment. The parent is guided to a better understanding of the child's progress and an understanding of the methods used by the teacher.

In this study such areas were covered as: approach to child, objectives, suggested time for

conferences, ways of improving relationship, difficulties in way of successful parent-teacher conference, teacher preparation for conference, conference techniques, behavior, things to try to do, consideration of aims, how to write conference reports, value of home visits, and evaluation of parent-teacher conferences.

The findings summarized in the report have been available to Sevier County teachers. However, no thorough plans were carried through and practiced this school year, 1951-52. Anything gained through the study has been incidental, so far as schools and Parent-Teacher Associations are concerned.

(3) Individual Differences.

This committee selected the problem of individual differences because the persons in the group had found it extremely difficult to provide a variety of activities in the one-room schools where they taught.

They used various library materials, talked with resource persons, and saw several films on the subject. From these sources a report was compiled in which many differences in children were pointed out. Plans were set up for dealing with these differences and a list of questions was compiled which should be useful to teachers in checking themselves regarding their understanding of

children.

Members of this committee shared their findings with other groups of teachers at in-service meetings during the year.

(4) Teaching in Large Blocks of Time.

These teachers also taught in rural situations and therefore felt an intense need for correlating their work into large blocks of time. They felt that a teacher would have more time to devote to each individual by using this method but their lack of training and experiences made it difficult to incorporate these newer methods into their own classroom situations.

An outline was made of the various phases they would need to consider in the study. Following the making of this outline they read extensively, saw films on the subject, and consulted persons who had made a thorough study of the problem. Resource persons from the University of Tennessee and the Tennessee State Department of Education were especially helpful. The work done on the State Program for Curriculum Improvement proved valuable in the study.

The group compiled a written report on their findings and a copy has been made available to our teachers at the Circulating Library. Members of this committee

participated in a panel discussion at the pre-school conference and during the year demonstrations in teaching in large blocks of time were given at in-service education meetings.

(5) Drop-outs.

This group considered non-attendance and drop-outs one of our major problems, and they set out to determine who leaves school, the reasons for dropping out, and to find possible ways of strengthening the holding power of the school. They maintained that there should be a philosophy of education consistent with the need for retaining the great majority of our youth in school.

First, they found reasons why pupils stay in school, and how to recognize symptoms of drop-outs, and reasons why they drop out. In checking records of Sevier County it was found that in recent years only one out of four of our pupils who entered the first grade finished the eighth. About one out of nine who entered the first grade graduated from high school.

A member of this committee led a discussion on drop-outs at the pre-school conference. All the high school teachers in the county attended the meeting. The data furnished by the committee was used at other meetings during the year but no noticeable effect was shown

in increased attendance nor was there any indication that drop-outs were fewer than in previous years. Perhaps the high school teachers will give more attention to this problem next year.

Leadership Conference Moves to Sevier County

Realizing the importance of including as many persons as possible in the planning of future activities, the group decided to bring the conference to Sevier County. The steering committee, teachers engaged in a workshop at Carson-Newman College, members of the Board of Education, the educational committee of the county court, lay persons, and other key personnel were invited to attend the meetings.

The group was brought up to date about the things which had been taking place on the University campus and teachers attending Carson-Newman gave an account of their experiences there. Following these introductions plans for a pre-school conference, editing a yearbook, in-service education for 1951-52, and the curriculum study were discussed. Committees were appointed and more definite plans came into being.

Superintendents' Conference at Gatlinburg

The superintendents' conference in December probably did more to promote the study of the Curriculum than any other one thing. Our own superintendent had found time to participate some in the Leadership Conference but many of the superintendents had neither participated in the conference nor been brought up to date on the study. Reports from supervisors and teachers from other counties indicated that the superintendents came back from Gatlinburg very anxious to do something about the curriculum study. Our own superintendent was no exception.

Steering Committee Meets

The steering committee met with the staff and officers of the Sevier County Teachers' Association to decide how we could best attack the problem of curriculum revision. Groups had been working on various phases of the curriculum all year but the committee felt that the State Department wanted a more concrete report derived from a specific study of the Revised Tentative Statement of State Program for Curriculum Improvement. This meeting was unique in that our final decision was different from ideas held by anyone at the beginning of the session.

Some preferred to have all the teachers in the county meet together. Others felt that the work could be done better in the eleven in-service groups. The group compromised by deciding to meet in three central locations --Sevierville, Gatlinburg, and Chilhowee Academy. The superintendent would meet with one group and the two supervisors would attend the other two. Some members of the committee wanted to use school time; others did not. Again a compromise was suggested, and the first meetings were held on a Friday afternoon and the others were conducted after school hours.

Curriculum Study Groups

The steering committee assumed part of the responsibility for seeing that the meetings were well organized and each teacher was furnished a copy of the curriculum bulletin several days before the teachers met in groups. Each teacher had been asked to decide in which of the subject area groups she would prefer to work. Resource personnel had been contacted and chairmen of the various area groups were prepared to lead in discussions. Interesting group discussions developed and a need for future meetings was manifested. After each of the twenty-one

committees completed their study the secretaries for the groups turned in reports to the steering committee which was to serve in the capacity of an editing committee.

The steering committee found it necessary to meet several times to compile a report to send to the State Department. After each report had been studied and duplications eliminated, suggestions for revision were sent to the Tennessee State Department of Education. (See Appendix.)

CHAPTER VI

IN-SERVICE EDUCATION 1951-1952

During the summer of 1951 the Sevier County Board of Education selected an associate supervisor. Miss Buna Smelcer was asked to take the position upon the recommendation of the Superintendent and the supervisor already employed. It was felt that her training and background of experience would further supervision in the county, and that her talents could be utilized to a greater advantage in this position than in the classroom.

The supervisory work was not divided according to grade lines or geography. All plans were made jointly and carried out cooperatively. Miss Smelcer, however, concentrated her efforts a little more on the elementary level while the writer assumed more responsibility for the high schools. The responsibility for the in-service training program was assumed by both supervisors from grades 1 through 12. When it was possible we both attended all the meetings. When two groups met at the same time one supervisor attended each. When more meetings were scheduled than we could attend the Superintendent frequently met with one of the groups.

In-Service Education of Supervisors

Believing that in-service education is as important for supervisors as for teachers, we took advantage of all opportunities to promote our own professional growth.

In another chapter the writer has stressed the fact that he received much help by attending summer school at the University during the summer of 1951. The associate supervisor attended the Leadership Conference at the University in the summer of 1951. She took courses in supervision and administration during the last term. Knowing she would have common problems with others doing the same type of work, she audited the seminar for supervisors.

We found the area meetings very helpful in that we discussed topics that we were to present to our teachers in Sevier County. The East Tennessee Education Association and the Tennessee Education Association kept us informed on projects that were being promoted on regional and state-wide bases. The Superintendents' Conference at Gatlinburg gave us a better understanding of the duties of our Superintendent. The reading clinics at Carson-Newman and East Tennessee State College were

beneficial to us as well as to our teachers.

Periodicals which we found valuable included:

"The Tennessee Teacher"

"National Education Association Journal"

"East Tennessee Education"

"The School Executive"

Books we found especially useful are listed in the Bibliography.

Last, but not least, attending educational meetings throughout our own county not only helped us in understanding and helping solve the problems of our teachers, but promoted our own professional growth.

In-Service Education of Teachers

The pre-school conference was the result of the planning of the steering committee, participants of the workshops at the University of Tennessee and Carson-Newman College, the Board of Education, members of the Sevier County Court, lay people, and members of the administrative and supervisory staff. Following is the program of the pre-school conference:

Sevier County Pre-School Teachers' Conference

Sevier County High School

Monday August 20, 1951 - 1:00 - 3:00 P.M.

Elementary Teachers (Grades 1-4) Auditorium 1:00-2:00 p.m.

Objectives - Ruth Ownby, Roy Wallace, and Dr. Edward Christenbury.

Elementary Teachers (Grades 5-8) Study Hall 1:00-2:00 p.m.

Panel Discussion - "Teaching in Large Blocks of Time."

Mrs. Mary Elizabeth Smith, Mrs. Ruby Ogle, Mrs. Mel Foxx, Mrs. Mayme McGaha, Mrs. Faye Proffitt, Mrs. Kate Maples, Mrs. Anice Thomas, and Miss Evolena Ownby.

At two o'clock these two programs will be repeated and the teachers of grades 1-4 will go to the Study Hall and the teachers of grades 5-8 will go to the Auditorium.

High School Teachers - English Room - 1:00-3:00 p.m.

Drop-Outs - Discussion will be led by Carl Lewallen assisted by members of the committee who worked with him on a study made at the Leadership Conference this summer.

Orientation of Freshmen - Tom Savage, Robert Howard, Walter Ogle, and Mrs. Ann Pearsall.

All lunchroom personnel - Presiding Mrs. John Yett - Language Room - 1:00 p.m.

Tea for New Teachers - Home Economics Department - 3:00 p.m.

Tuesday August 21, 1951

Elementary Teachers - Study Hall - 1:00-2:00 p.m.

Use of Materials - Pauline Brumit, Regional Supervisor.

In-Service Groups - Gatlinburg Elementary,
Harrisburg, Sevierville Elementary, Chil-
howee.

In-Service Groups - Pittman, Kodak, Wearwood,
Pigeon Forge, Whites, and Park Road will
meet in the auditorium. Presiding - W. O.
Bryant - 1:00-2:00 p.m.

At 2:00 o'clock these programs will be repeated
and the teachers meeting in the study hall will change
rooms with those meeting in the auditorium.

High School Teachers - English Room - 1:00-3:00 p.m.

1. Year Book - Superintendent M. M. Seaton
2. Guidance - D. F. Adkisson, Regional Supervisor

All Teachers - Watermelon Slicing - High School Lawn -
3:00 P. M.

Music Workshop for Elementary Teachers

In our attempt to carry out our objective "To
Help to provide better instruction in music" a one day

music workshop was planned. Mr. Alfred Humphreys of the Tennessee State Department of Education was secured to direct the day's activities. Mr. Humphreys emphasized that teachers with limited training could promote a well-rounded music program in their classrooms. He illustrated by using recordings and inexpensive home made music instruments. He illustrated suggested techniques in teaching by giving instruction to those present in singing rounds and in playing simple instruments.

The high school teachers did not attend the workshop. They met at the same time in departmental groups to discuss curriculum improvements in the various subject areas.

Music Festival

Immediately following the music workshop a committee was appointed to work toward a music festival to be held in the spring. Edgar Allen Poe, Jr., the Sevier High School music instructor, helped to prepare the rural schools for this event by working with the pupils and teachers during the school year. Not as many schools participated as was expected, but perhaps the number will grow from year to year. The program for the festival was as follows:

Music Festival

Sevier County High School Gymnasium

April 12, 1952

9:00 A. M.

<u>Time</u>	<u>School</u>	<u>Instructor</u>
I 9:00	Park Road	Miss Hudson Mrs. Fox
II 9:15	Sevierville Elementary	Mrs. Enloe
III 9:30	Middle Creek	Mrs. Rainwater Mrs. Loveday
IV 9:45	Payne's Temple	James Chandler
V 10:00	Pleasant View	Mrs. McMahan
VI 10:15	Pittman Center (Band)	Mrs. Yocum
VII 10:30	Kodak	Arnold Underwood
VIII 10:45	Pittman Center (Chorus)	Miss Wakeman
IX 11:00	Pi Phi (Gatlinburg Chorus)	Mrs. Armstrong
X 11:15	Underwood	Fisher
XI 11:30	Pi Phi (Band)	Poe
XII 11:45	Combined Groups Will Sing America	

Textbook Study and Adoption

Members of the steering committee for the curriculum study made plans for the textbook study and served

as chairmen of the various committees. . It was decided not to have representatives from the book companies meet with the committees.

Sample copies of the new books were shelved in the centrally located Circulating Library. Those participating in the study were free to take books out for examination. The committees held their meetings in the library where all books were available for comparison. There were fifty people serving on the various committees. An effort was made to correlate the textbook adoption with the curriculum study. Also, care was taken to assure continuity in grades 1 through 12. The decision of each small committee was subject to approval by the entire group and the steering committee.

General Meetings

Membership in this group includes all teachers of Sevier County, the Superintendent, attendance teacher, and supervising teachers.

At the last meeting of each year officers for the Association are installed and the president selects his committees.

The first general meeting for 1951-52 took the form of a pre-school conference. The program has been

given earlier in the chapter. The next meeting in September consisted of plans and business which concerned all teachers.

The president of the Association spoke briefly on local, state, and national associations. He explained that the power of the Tennessee Educational Association and the National Education Association depended on the strength of the local groups and encouraged the cooperation of each teacher.

The chairman of the committee on objectives read the objectives for the Association. They were approved, subject to study and change.

The following committees were appointed by the president: Legislative, Executive, Publicity, Social, and Ethics.

Delegates and alternates to the General Assembly to be held in Nashville in January were chosen.

The Sevier County High School Chorus presented a program of Christmas music for devotions at the December meeting. The chairman of the legislative committee read the four point legislative program of the Tennessee Education Association and recommended its adoption. The Superintendent explained the Revised Tentative Statement of the State Program for Curriculum Improvement and

emphasized that each teacher study and become acquainted with it. He appointed a committee to work with teachers on the revising of the curriculum bulletin. The delegates to the General Assembly were instructed to vote according to the wishes of the Association.

At the February meeting delegates gave brief reports of the General Assembly. Officers were elected for the year 1952-53. Chairmen of each of the twelve in-service education groups gave a brief summary of their programs for the year. They discussed their goals, values, and accomplishments. Committees for choosing and adopting textbooks were named.

The annual teachers' banquet was held in March at the Mountain View Hotel in Gatlinburg. Special guests attending the banquet were our State Senator, State Representative, members of the Board of Education, a former Superintendent, and the Executive Secretary of the Tennessee Education Association, Mr. Frank Bass, who was the speaker of the evening. Mr. Bass explained the four point legislative program and suggested ways we could educate the public to favor the program. The banquet is the main social event of the year and teachers look forward to seeing each other here.

Group Meetings

The area group meetings seemed to be the most effective type of in-service education. The size of the groups encouraged individual participation both in planning and in administering the programs.

The writer will not attempt to give an account of each meeting held. Instead, he will give an example of one meeting from each of the twelve geographical groups.

Group I

The Harrisburg In-Service Training Group met at Birds School October 11, 1951.

The meeting was called to order by the president, Mrs. Ruth Thurman. The group joined in singing, "God Bless America," and in praying the Lord's Prayer.

The president presented Mrs. Mel Fox who in turn presented the twenty-two pupils (grades 1-8) who were to participate in the program. Mrs. Fox and her pupils gave a demonstration of teaching in large blocks of time. The informal and effective way they conducted their Language-Arts program met a need that many of the teachers had been feeling.

In the discussion and evaluation period which followed it was pointed out that some teachers had received ideas from displays which they could use in their own classroom situations. The informal reading corner with its fireplace and rocking chairs drew many favorable comments from the group.

The meeting adjourned until November 8, 1951, when Mr. Fred Price would lead a discussion on playground equipment.

Group II

The Sevier County High School faculty chose Guidance as its theme for the year. October 15, 1951, they met jointly with the Pi Beta Phi group. The topic for discussion was Guidance, led by Dr. Coleman, Director of the State Testing Program. Many of the teachers took part in the discussion. They shared things they were doing to help their pupils. Dr. Coleman advised them with respect to the tests which would be of most value in the different phases of guidance. The interesting thing brought out at this meeting was that the elementary teachers realized that they too had a responsibility in the guidance program. Coffee and cookies were served during the discussion.

Group IV

Following a series of meetings the faculty of the Sevierville Elementary School drafted a report card to be presented for adoption. It was the opinion of the group that the new card met our needs to a greater extent because it provided for a description of the pupil's work in addition to letter grades. The card provided for measurements in social attitudes as well as subject matter areas. The letters E, S, U, and I were used. Space was included for parents' comments as well as space for comments of the teacher.

The group adjourned until October 11, 1951, when Mr. Thomas B. Smith, Knoxville Supervisor, would give a demonstration in writing techniques.

Group VI

The Pigeon Forge Group met in their first meeting of the year on September 13, 1951. There were 22 teachers present for this meeting. After devotions the program chairman expressed regrets that Mrs. Fox, who had planned to give a demonstration in social studies block, was ill.

The discuss that followed had a worthwhile influence on all the teachers present. They took turns explaining to each other just how they taught in large blocks of time. Questions were asked and discussed concerning problems of individual differences.

The group chose topics they would like to study in other meetings: Individual Differences, Arts and Crafts, Music, Demonstration--Teaching in Large Blocks of Time, and Evaluation.

Refreshments were served in the form of a school lunch. The meeting adjourned to meet September 27 for demonstration in Language-Arts Block.

Group VII

Smoky Mountain Academy, a private institution, was the host school for this meeting.

Dr. Edward S. Christenbury, from the University of Tennessee, showed the film "Drop-Outs and Stay-Ins." An interesting and helpful discussion followed.

The supervisor made announcements pertaining to free materials which could be used in Language-Arts.

The group adjourned, but the discussion continued in the dining room of the girls' dormitory where a delightful social hour was enjoyed.

Group VIII

The Wearwood group chose as its theme for the year "Developing Natural Resources Through Arts and Crafts As Related to School-Community Relationships." Dr. Everette Lowery of the University of Tennessee and Mr. Alfred Humphreys of the State Department of Education were secured to meet with the group and lead a demonstration on the use of natural resources. This meeting was in November. Mr. Humphreys started the program by having the group sing rounds and take part in singing games. Dr. Lowery did a wonderful job explaining how the many things of nature the teachers had brought could be used to teach children. The group was inspired to try many of the suggestions and to bring results to a spring meeting.

Group IX

The Chilhowee Academy faculty met in the home economics department October 18, 1951. Mrs. Pauline A. Clark and Mr. W. O. Bryant followed up the discussion of the previous meeting, "Teaching Reading in All Departments of the High School," which had been led by Dr. Alberta Lowe. The discussion centered around the

recent reading clinic which had been held at East Tennessee State College. Ways of teaching reading in various subject areas were discussed.

The teachers voted to give reading tests to all pupils for diagnostic purposes and, by testing again near the end of the school year, an attempt was made to measure the progress of the pupils.

The faculty planned a Thanksgiving dinner meeting at which time progress reports would be made.

Refreshments and a social hour were enjoyed before adjournment.

Group X

Following the project on school beautification, the Boyds Creek group made plans for a study of paper mache and clay. Miss Harriett Gill, University of Tennessee, agreed to help the teachers in this work. On October 3, 1951, they met at Boyds Creek School for a lesson in paper mache. Miss Gill showed many objects that children had made. She then explained different methods or ways of doing paper mache. Teachers were given paper to use in working on an object. All worked during the period. Each was asked to finish the project started at home and bring it to the next meeting.

Refreshments of cookies and punch were enjoyed. The meeting adjourned to meet in three weeks for a lesson in clay modeling.

Group XI

Edgar Allen Poe, Jr., discussed plans for the Spring Music Festival and made suggestions for the organization of rhythm bands and other music activities. He gave instruction in playing the flute with each teacher participating. The teachers felt a need for additional instruction before they could feel secure in directing their own music programs. Mr. Poe consented to direct additional meetings.

Refreshments were served and the discussion continued during the social hour.

Group XII

The teachers at Kodak, Underwood, and Shady 12 met August 28, 1951, for the purpose of reorganizing and planning.

Mrs. Fred Bryan accepted the chairmanship after Mr. Arnold Underwood refused to serve in that capacity.

Community Relationships was selected as the topic for the year. Home visitations, open house, community recreation, organization of Parent-Teacher Associations, and the election of room mothers were suggested as ways to improve relationships.

At the next meeting the group planned to report on progress made in carrying out these plans.

CHAPTER VII

EVALUATION

Evaluation should be made in terms of educational objectives. In the modern school these objectives include not only a mastery of subject matter but growth in physical and mental health, ability to get along well with others, use of critical thinking to solve problems, efficiency in using skills, competency in the creative arts, and wide interest in many fields of human endeavor.¹

Evaluation must be a continuous process and checks should be made frequently. The supervisor is at some disadvantage in evaluating his program of work because his criteria are scattered in 68 different schools. It is difficult to check with pupils and teachers as often as would be desirable. Also, some methods of evaluation can become burdensome to the teacher.

In this study the writer will not make an attempt to distinguish between the in-service education program and the program of supervision. In-service education has been defined as the improvement of teachers on the job. It seems that the same definition could apply to the duties of the supervisor.

¹Kate V. Wofford, Teaching in Small Schools (New York: The Macmillan Company, 1947), p. 285.

The writer was absent from Sevier County two months during the 1951-1952 school year and this makes it more difficult to evaluate the in-service education program. However, with the data available and with the help of the associate supervisor, he will attempt to show what has been done in light of the objectives made at the beginning of the year. (See Immediate Plans, page 34.)

The supervisors began early in the summer working with teachers in training at the University of Tennessee and Carson-Newman College, the Board of Education, the County Court, the Planning Committee, other teachers, and lay people in planning a program to improve education in Sevier County. Out of this planning developed the first pre-school conference and the first yearbook of the Sevier County Teachers' Association. A better organized and better planned in-service education program was also an outcome of this intensive planning. This was the first time members of the County Court, Board of Education, and lay people had participated in setting up the instructional program in the county.

Changes in the philosophy of teachers were clearly shown in the objectives they submitted to the central

office. The teachers are thinking more in terms of total child development and they are planning their work to meet other needs in addition to the mastery of skills.

Teachers demonstrated greater skill in teaching in large blocks of time probably as a result of the help they received at the pre-school conference, group meetings, demonstrations, and individual attention from the supervisors. Many teachers still feel insecure and resort to the old method of teaching. They are encouraged to use blocks of time only to the extent that they feel the method is effective for them. In the meantime we are continuously trying to provide opportunities for them to grow in this skill.

During the year 1950-1951 very few programs were planned without the supervisor being involved directly in the planning or in securing materials or resource personnel. The past year the supervisors still worked in the same capacity, but they were not called upon as often to work with the details. The teachers are taking more initiative; they are more able to define their problems; and they are growing in their ability to work toward the solutions of their problems. On the whole, the in-service education meetings were carefully planned

and well attended. Most of the Sevier County teachers are anxious to improve professionally but there are still a few who are self-satisfied and seem to feel that the program is imposed from the State Department or from the local staff. Their attitude has a harmful effect on the morale of other teachers. Some of these people have improved the teaching profession by leaving it. Perhaps others will become more interested in their work or find employment which will be less harmful to boys and girls. It is then that the boys and girls in Sevier County will receive the educational opportunities which are their birth-right.

The training at the University of Tennessee contributed more toward our own professional growth than any other experiences during the year. Our contacts with supervisors from other school systems gave us ideas we could use in Sevier County. The knowledge that other supervisors encountered similar problems to our own gave us encouragement and perhaps comfort. The high type of instruction illustrated democratic practices and increased our capabilities in carrying out the democratic process in our own work. We received understanding, sources of information, and an acquaintance with resource personnel which have been

extremely valuable. Attendance at state, area, and local meetings has enabled us to be worth more to the school system. However, many of the meetings which have contributed most to our own professional growth were planned and conducted in our own county. We have taken advantage of the opportunities to learn from our own teachers by observing superior practices and unusual skills in action in the classrooms. Our professional reading furnished rest and relaxation as well as information and inspiration.

It has been difficult to determine whether relationships have improved to a great extent. It seems reasonable to assume that teacher-teacher relationships would be better as a result of the democratic processes used in the group meetings. Teacher-pupil relationships should have improved as the teachers acquired a better understanding of the needs of children. The three new Parent-Teacher Association organizations and the publicity given the schools through the press promoted a better relationship between the parents and teachers, and also improved the relationship between communities and the schools. The employment of an associate supervisor enabled us to secure more complete cooperation from the entire teaching staff.

One in-service education group including five schools gave special attention to the beautification of their schools and grounds. Improved lighting fixtures have been installed in a few schools and some of the remote schools have been wired for electricity. Instructors' desks have been moved away from windows and when shades could not be made available windows have been covered with soap solutions to lessen the danger of eye-strain. Even though \$100,000 a year of the capital outlay fund has been set aside for a building program, the Superintendent has managed to furnish new buildings with modern furniture. The maintenance crew and teachers have worked tirelessly to brighten the interiors of many classrooms with new paint.

Lists of available instructional materials were published in the first yearbook of the Sevier County Teachers' Association. This enabled the teachers to know what materials were available, thereby making better planning possible. Records at the materials center showed that the teachers checked out more library books, recordings, and film strips than in any previous year. The materials clerk arranged attractive displays in the Circulating Library. Teachers were encouraged to deposit suggestions in a box which was provided for this purpose.

Sevier County High School and Pi Beta Phi began plans the preceding year for organized guidance programs. The principals continued the planning during the summer at the Principals' Conference at Elkmont. . Even though the teachers had had limited training in guidance the results were encouraging. The pupils were made to feel that there was a specific faculty member to whom they could turn for help. With more experience and with the capable leadership of the principals the teachers will be able to improve this program from year to year. None of us can visualize the possibilities that these guidance programs have in influencing the lives of boys and girls.

It is not possible to anticipate in advance the problems and activities which will demand attention. We attempted to make our schedules flexible, allowing for unexpected problems and needs which the principals, teachers, and patrons brought to us. We tried to avoid becoming involved in organized solicitations which would prevent us from devoting our time to the instructional program.

Even though an in-service education program has been in effect we have worked to make it more adequately meet the needs of the teachers and pupils in the

county. This past year a great deal of emphasis has been placed on the type of meetings that would improve the skills of the teachers in guiding the creative activities of the pupils. Arts and Crafts fairs, consultant services from the University of Tennessee and Carson-Newman College, and opportunities to visit classrooms in other school systems have contributed to a better arts and crafts program in the Sevier County Schools.

Few of our teachers have had training in music and it has been only natural that they have devoted very little time to the teaching of music. With the assistance of the special music teachers a start has been made toward improving the music program in the entire county. The band director from Sevier County High School worked with faculty groups throughout the school system to enrich the music program. The one-day music workshop, directed by Mr. Alfred Humphreys from the Tennessee State Department of Education, and the music festival created an interest in music that will be noticeable in the years to come.

Next Steps

The instructional program in the county is improving. The teachers have been extremely cooperative in

participating in group meetings. They will continue to cooperate as long as they feel that their time is well spent. Therefore, care must be taken to assure that the programs are well planned and that they meet specific needs. It seems likely that teachers will soon be paid for ten months work and this will make it possible to pay the teachers for the time they spend on in-service education.

The State Department is asking each school system to participate in writing a course of study during the coming year. This program will be continuous. I have not detected that the teachers themselves feel a need for a course of study. Those who lead this study will need to work slowly and cautiously, helping the teachers to recognize a need for a course of study. Unless they can see that it will make their work easier and improve the instructional program, they will participate reluctantly and feel that the program has been imposed upon them.

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APPENDIX

CURRICULUM STUDY

Sevier County

The Sevier County teachers have met in group work a number of times on Curriculum Study. The study committee wishes to present the following recommendations on Curriculum Study and they are as follows:

Art and Music

Art

- 1 - Add the word appreciative between intelligent and citizenship.
 - 2 - Add symmetry at the last.
- Add a number 8 to read:
- 8 - Art should aid in vocational training.

Music was accepted as it is in the Curriculum Study.

Health Education

We approve the program as given. We suggest that the county systemize the health program when the course of study is set up for the county.

Language Arts

Change the second introductory sentence to read: "The language arts program for grades 1 through 12 should be characterized by such conditions as:"

Mathematics

The first introductory sentence should be changed to read: (The last four words) "numbers play a vital part."

In the second sentence the word "student" should be substituted for "children."

- 2 - Change the word "child" to "areas."
- 4 - Insert the word speed after accuracy.

CURRICULUM STUDY

(Continued)

Add a number 5 to read:

- 5 - Of appreciation and to understand the value of this basic science.

Add a number 6 to read:

- 6 - Appropriate use of basic and instructional materials including audio-visual aids, teacher guides, and adequate textbooks, etc.

Science and Conservation

- 4 - Amend to read: Adjust to the environment, making full but proper use of all facilities over which man has control.
- 15 - Amend to read: Use scientific information for our advancement and betterment of civilization.

The committee recommends that one unit in Science be required for graduation from high school.

Social Studies

Add a number 11 to read:

- 11 - Social studies texts be revised to exclude all unimportant and subversive materials.

We recommend that:

- 1 - Requirement of one high school unit in American History.
- 2 - Unification of social studies on the elementary level.
- 3 - To lessen the gap between elementary and secondary instructional materials.

III. The Program

A.

Number 3 should be restated to read:

- 3 - Adequate physical, mental and spiritual health.

A third paragraph should be added to read:

CURRICULUM STUDY

(Continued)

Spiritual training is one of the strongest influences upon an individual's ideals and standards; therefore the program of the public school must take some responsibility for the spiritual health of the child. As he grows physically and mentally, he must be trained in those practices which develop in him a proper attitude and reverence toward a Higher Power. This training will make him a better citizen and a more influential Christian leader in his community.

February 8, 1951

Mr. Curtis W. Haverly, Principal
Pittman Center High School
Route #9
Sevierville, Tennessee

Dear Mr. Haverly:

I enjoyed very much my visit to Pittman Center High School on January 25, 1951, and appreciated very much the fact that Mr. Seaton, Superintendent of Sevier County Schools and Mr. W. O. Bryant, Supervising teacher of Sevier County Schools, were able to be with me on this visit.

I want to commend you and your faculty for the wonderful work that you are doing at the Pittman Center High School. During my visit, I was pleased to know that in practically all class situations that there existed an atmosphere of friendliness between the pupils and teachers. I believe while there I was able to visit all of your teachers while they were conducting classes. I believe that in practically every instance that the instructional program of the Pittman Center High School is above the average for East Tennessee. This is something for which your school should be justly proud.

There are, however, some things that I observed that I would like to call to your attention. The permanent records of your students were checked and found to be incomplete in several instances. This, however, is due to no fault of yours, but as was explained by Mr. Seaton at the time of our visit, was due to the fact that it was necessary to change principals of this school several times last year. I would suggest that you and your teachers get together all available records and try to bring the records of your school up-to-date. This, I believe, will keep down questions concerning grades to which pupils believe that they are entitled. This, as you remember, is one problem that you told me was confronting you at the present time.

The seventh and eighth grade, which is being taught by Mrs. Maples, has 46 pupils enrolled. This is entirely too many students for one teacher. It seems to me that some of the teachers, who are teaching a small number of pupils per day, might be able to help relieve this situation.

D. F. Adkisson to C. W. Haverly, February 8, 1951
Page 2.

While visiting Miss Edward's English class, I noticed that the students were seated in the back corner of the room away from the windows. This caused them to receive an improper amount of lighting. It seems to me that these desks could be moved nearer the windows so that they could have the greatest possible amount of light.

Mrs. Baxter, who is serving as your librarian, and according to the information given me by her, has had no previous training in library science. However, she indicated that her plans at the present are to attend East Tennessee State College during the coming summer to get as much library work in as possible. If she is unable to do this, I would suggest that the services of a properly qualified librarian be secured for next year. At the present time, Mrs. Baxter has only two periods per day in the library, making it impossible for her to catalog books, make other necessary records, and to keep the library, which is located in a very small room adjoining the study hall, as attractive as she would like to. I recommend that something be done as soon as possible to give her more time in the library. I further suggest that you secure the services of Miss Louise Meredith, Supervisor of School Libraries, State Department of Education, War Memorial Building, Nashville, Tennessee, to help in discarding and purchasing new books. Many of the books which are now on your shelves are not at all suited for a high school library. I would also suggest that a new encyclopedia be purchased not later than the next school year, since your present set is over five years old.

I would like to recommend for consideration of your faculty and yourself that a study be conducted to determine the needs of your students with a possibility of keeping in mind possible changes in the curriculum to meet these needs.

I was very sorry that you were unable to attend the meeting of the Sevier County Principals in Sevierville on the night of January 25.

If I can be of any further assistance, please do not hesitate to call upon me.

Very truly yours,

(Signed)

D. F. Adkisson
Regional Supervisor

February 8, 1951

Mr. Robert S. Howard, Principal
Sevier County High School
Sevierville, Tennessee

Dear Mr. Howard:

I enjoyed very much my visit to the Sevier County High School on the afternoon of January 25 and the morning of January 26. I appreciated very much the fact that Mr. Seaton, Superintendent of Sevier County Schools, and Mr. Bryant, Supervising teacher of Sevier County, were able to be with me during my visit. I appreciated very much the courtesies that were extended us by you, the faculty, and students, and enjoyed very much the faculty meeting to which it was my privilege to speak.

I believe that there exists in your school a spirit of friendliness and cooperation on the part of the students, faculty, and administration. For this you are all to be commended.

Your records were checked and found to be up-to-date in every respect.

It is my belief that there are several excellent teachers in the Sevier County High School. However, there are a few teachers that I believe could improve their instructional program if they would use a part of the hour period for supervised study and by giving all students some type of work to do during the supervised study period. During this period the teacher should move about as quietly as possible and help those students that need help, as well as to check the work of the students to see that they are doing their work satisfactory. In at least one instance it seemed to me that very little preparation had been done on the part of the teacher. A teacher should not go into a classroom unless they have a very definite objective in mind, as well as being prepared to make a definite contribution to their students. In some classes the discussion was monopolized by the teacher without giving the students a chance to participate or to help plan the program of work. Since your school has a duplicating machine and supplies for this machine, I would suggest that those teachers who plan to dictate material to their students run this material off for them in advance, therefore saving the class period for more important phases of work.

D. F. Adkisson to R. S. Howard, February 8, 1951
Page 2.

I believe that it would be worthwhile for the faculty and administration to make a study of the needs of the youth which are served by the Sevier County High School with the intention of making necessary revisions in the curriculum.

Your library is the bright spot of your school. New tables and shelves have been purchased and a suitable covering has been placed on the floor, thereby making it very attractive and nice. Mrs. Murphy, your librarian, is to be commended for the work which she had done to make the library what it is. A good up-to-date collection of college catalogues were arranged on the shelves for the use of the students. The vertical files were being revised to keep them up-to-date. There was evidence that the library is being used by both students and teachers. It is my belief that you have one of the best collection of periodicals that I have observed in any high school in East Tennessee.

I would like to suggest that Mr. Bryant, your Supervisor, help your teachers better plan their work as well as a program of visitation within your school. This, I believe, would greatly improve your overall instructional program.

The Sevier County High School building is old, badly in need of repair, and badly overcrowded. The plumbing and the basement rest room for boys is in bad shape and should be repaired as soon as possible. Some steps should be taken to combat the odor that prevails in the rest rooms.

It is my belief that a building program should be initiated by the Sevier County Board of Education as soon as possible to correct certain situations that exist at the High School. Some of these situations are:

1. The building is badly crowded at the present time with an expecting increase in enrollment of approximately 125 new students next fall.

D. F. Adkisson to R. S. Howard, February 8, 1951
Page 3.

2. Many classes are now too large. This situation could be greatly helped by securing additional teachers. However, there is no space available at the present time for extra teachers to conduct classes.
3. The basement class rooms in the present building are cold, damp, and unsuited for use as class rooms.
4. The cafeteria is entirely too small to serve the needs of the students. The space for the preparation of food is entirely inadequate.

Under the existing circumstances, there is a question in my mind as to whether or not the Sevier County High School can continue to enjoy the high rating that it has had unless some steps are taken to remedy the building problem. The present building has been only partially painted. Mr. Seaton indicated during our visit that the remaining portion would be painted as soon as possible. I would also suggest that steps be taken to repair or remove portions of the plaster on the ceiling of the basement and first floor rooms to keep this plaster from falling on students. The lighting in the old building is entirely inadequate in most instances. This could be corrected by the installation of adequate florescent fixtures similar to those which have been added in some rooms. The windows should be kept clean in the classrooms.

If I can be of any further service, please do not hesitate to call upon me.

Very truly yours,

(Signed) D. F. Adkisson
Regional Supervisor
(High)

April 16, 1951

Mr. Walter Ogle, Principal
Pi Beta Phi High School
Gatlinburg, Tennessee

Dear Mr. Ogle:

I enjoyed my visit with you at the Pi Beta Phi High School on April 11, 1951, and appreciate the many courtesies extended to me during my visit. It was a pleasure to have Mr. W. O. Bryant, Supervising Teacher of Sevier County Schools, make the visit with me.

I feel sure that the program of instruction at your school will be greatly improved as a result of the study that you and your faculty made recently in regard to the weaknesses that now exist in your school program. I think it is unusually fine for a group of teachers to analyze their program to determine their needs.

Your records were inspected and found to be neat and up-to-date in every respect.

I especially enjoyed my visit to the arts and crafts building that is made available to your students by Pi Beta Phi sorority.

I would like to compliment you and your librarian for the good over-all book collection. There are some books that should be discarded due to the fact that they are old and no longer usable. Many of the books should be repaired. I would like to recommend the purchase of a new set of encyclopedias during the next school year. It seems to me that the library should be kept open all day for the use of the students instead of being used as a classroom. I would recommend exchanging rooms with the study hall which is conducted in a classroom during the periods that classes are now meeting in the library.

I enjoyed my visit to Miss Ownby's science room. I found it to be unusually attractive and was interested in the collection of wild flowers that was on display the day of my visit, as well as the many other fine exhibits which the children had collected in their study of general science and biology. It is my belief that Miss Ownby is doing an excellent job in the teaching of these subjects.

D. F. Adkisson to Walter Ogle, April 16, 1951 - Page 2.

I would like to make a few general observations in regard to the instructional program of the Pi Beta Phi School:

1. Many teachers are depending entirely upon textbooks as a source of information instead of using community resources and other information that would be more meaningful to your students. This, of course, is not true in all class situations.
2. Very little supervised study was observed. It is my belief that supervised study should be carried on as a part of your regular class activities especially when a school has an hour period. During the supervised study period the teacher should move among the students as quietly as possible giving help where help is needed.
3. Very little student participation was observed in many of the classes. It is a generally acceptable policy in most schools that classes be conducted in such a way that the students will have some part in the class activities as well as help to plan future activities. Mrs. McCall was doing a good job in this respect when I visited her English class.
4. Some of the teachers had not made too thorough preparation for the class that they were teaching during my visit. I feel that there is very little excuse for a teacher going before a class without having made adequate preparation.

It was brought to my attention that a few of your teachers are absent from school during a part of the school day when they should be on the campus or in their classrooms. This is especially bad if the teacher habitually absents himself from school during the time when he is scheduled for class work.

It seemed to me that your building could be kept cleaner than it was during my visit. This was especially

D. F. Adkisson to Walter Ogle, April 16, 1951 - Page 3.

true as far as the elementary school building was concerned. It is my belief that if the building is kept clean at all times that there would not be a tendency on the part of the students to mark on walls, as was the case in some parts of your high school building. The plaster board in the ceilings of some of the rooms has been broken. This is also true in the walls of one of the boys' rest rooms. This should be repaired as soon as possible.

I would like to recommend that more and better artificial lighting be provided in the classrooms, also provide a light in the little hallway leading to room 4. It seems to me that the natural lighting could be improved if the shrubbery was trimmed back. This is especially true in the rooms on the front of the building. There are four windows in two of these rooms and, due to the shrubbery, a great deal of the light from three of these windows will be practically cut out.

If I can be of further service, please do not hesitate to call on me.

Very truly yours,

(Signed) D. F. Adkisson
Regional Supervisor (High)

Summary of Visit to Sevier County

PURPOSES:

1. To plan supervisory program with supervisor
2. To visit Pi Beta Phi School at Gatlinburg to confer with two teachers about exceptional children
3. To visit Sevierville Elementary School about double sessions in the first grade
4. To visit a one teacher school and a two teacher school in the county

I.

The supervisor and I discussed and outlined a plan of work for the year. He has outlined a good deal of information about the school system in the short time he has been on the job. He is anxious to make a real contribution and use his training and experience. He should be able to continue to carry on and add to the program of supervision in the county.

II. Pi Beta Phi

This school is housed in two buildings. There is need for more room and plans have been made for a building which will be adequate.

According to the State Board Regulation, each teacher is to have charge of the physical activity program of her group. I did not see any supervision or directed play other than a basketball game at lunch time which took care of a small group. Going to and from lunch, we observed that a large group of pupils were playing on the playground alone.

The instruction which I was able to observe in the short visit was very acceptable. The unusually good writing by all the group in the third grade bespeaks the excellent work done in the first and second grades as well as by present teacher. The teachers were very professional in their attitude and I feel sure they will have an excellent in-service education program for this year.

Summary of Visit to Sevier County - Page 2.

We were asked by the seventh grade teacher to confer about promoting a boy to the eighth grade. This boy had had many more experiences by traveling and by attendance at other schools than the students of the group. We suggested that the boy be given some standard tests to establish and record his readiness for the promotion.

The third grade teacher was concerned about the progress of one of her pupils. Her mother had been rather insistent that the child do as high type of work as any member of the group. The teacher reported that it was impossible for her to get the child interested in the work. As parents and teachers, we must not lose sight of the fact that

1. Each child is unique - that children learn at different rates. They respond to different incentives and different influences in a common environment.
2. Individual differences are priceless. Sound education tends to extend individual differences.
3. Each child must be made to feel that he belongs to the group and that he has a contribution to make to the group.
4. You must accept the child for what he is - no matter what he does and remember that not one of us can survive without a feeling of success.

The supervisor will observe the child and work with the teacher and mother. A careful study of this child would help the teacher gain a better understanding of all children. She would find "These are your Children" Scott-Foresman; "Helping Teachers Understand Children" - American Council on Education, and "The Child From Five to Ten" by Gesell very helpful.

III. Sevierville Elementary School

The main purpose for visiting this school was to try to solve the problem of double sessions in the first grade. Despite the fact that a new building has just been put into use, the room enrollments were large as the report shows:

Summary of Visit to Sevier County - Page 3.

1	55
1	54
2	35
2	35
2	37
3	32
3	33
3	32
4	39
4	38
5	44
5	42
6	31
6	31
7	39
7	31
8	44

Total 652

The new building has made it possible to get three groups out of the auditorium, three groups out of the gymnasium, and the lunch room out of the basement. They are now using the auditorium for the music room and the gymnasium for physical education and band practice.

Since the money has already been appropriated for the building of the cafeteria and two more classrooms, it is my opinion that a waiver should be granted for this year for the double sessions.

After visiting all the rooms and talking with the principal, I would like to make some suggestions about some observations I made:

A. Play Periods

The play periods should be staggered. Each teacher is responsible for the physical activity of her group.

B. Lunch Time

The health block as suggested by the Rules and Regulations should be initiated. In the meantime, while the hot lunch program is not

Summary of Visit to Sevier County - Page 4.

operating it would be best to have all pupils who bring their lunch to eat together in one room or two rooms if necessary. We found pupils eating in the hall, on the playgrounds, in all the rooms. In most cases the pupils were in rooms without supervision.

C. Housekeeping

It is true that the children in the upper grades are housed in the old building but the teachers and pupils in the old building have done much more to keep their building clean and to make it attractive than the ones in the new building.

I believe the teachers and pupils in the new building will want to work toward making their building more attractive and keeping it clean. "I saw many dirty spots on the new walls." The children will help if put on committees and given some guidance.

D. Faculty Meeting at noon time

The principal told me that the faculty meeting was held at lunch time because two of the teachers had to catch a bus. I think the teachers would not mind finding some other way to get home once or twice a month rather than take the risk of children being by themselves at noon time.

The pupils were very friendly and responsive. At assembly program many pupils had to stand but they were very attentive.

The teachers seemed to be sincerely interested in their pupils. Under the leadership of the principal and with the help of the supervisor, I believe this faculty will really set up a good in-service education program.

Summary of Visit to Sevier County - Page 5.

IV. Middle Creek School

I was especially glad to visit this school since I had met the teachers at a workshop in Newport and it was interesting to see how they had put into practice the things they had learned in the workshop this summer.

The rooms were attractive and many materials and books were available to stimulate study on the part of the pupils.

The boys in the eighth grade have a much better understanding of the early pioneers in Tennessee, after having made a log cabin. They were proud of it and they had a right to be.

In the primary room the teacher had already learned about difficulties which her students were having in reading and writing and she was working to overcome these.

The next day as the supervisor and I were on our way to another school, we stopped at this school to ask for directions and the principal told us that they had initiated the health block.

V. Roberts School

This school is a good one teacher school. The room was attractive. Indoor hand washing facilities were available, instructional supplies were available, and most important of all there was a nice group of boys and girls.

The teacher who had been teaching in the high school felt handicapped in teaching beginners. With the teaching materials, manuals, and help from the supervisor, she will be able to overcome this handicap.

(Signed) Pauline Brumit
Associate Supervisor

May 15, 1950

Mr. W. O. Bryant, Supervisor
Sevier County Schools
Sevierville, Tennessee

Dear Mr. Bryant:

I want to congratulate you on using the parents and PTA leaders in the classrooms. It would be real interesting to have an evaluation by those people as to what they thought about the school after having spent a day in it. I know they will be more interested and possibly more understanding after such an experience.

I think you got off to a good start this year and with this experience you will be able to put over a very effective program this coming year.

You are to go to Mexico City, I believe, and I want to wish you a very pleasant and profitable summer.

Sincerely yours,

(Signed)

Pauline Brumit
Associate Supervisor